

## **EIA Project Narrative**

**Name of Applicant:** Cynthia Tucker

**Project Title:** Building Background Basics for Achievement

**Project Summary:** “Building Background Basics for Achievement” will expand students’ background knowledge in social studies by providing innovative, interactive teaching activities such as Brain Pop, simulations, Reader’s Theater and Jeopardy, as well as, providing appropriate quality trade books to motivate and stimulate students’ interest and active involvement in the learning process.

**Description of students to be served:** The one hundred ninety-five fourth and fifth grade students to be served by this project live in a rural community in which 20-25% of the families’ incomes are below the federal poverty level. Sixty percent of our students receive free or reduced lunch. Financial limitations restrict travel experiences and exposure to the world outside of the county for many of our students. This “geographic isolation” makes it more difficult for our students to make the connections necessary to fully understand the historical events that are a part of the South Carolina social studies standards for grades 4 and 5.

**Goal:** The goal of “Building Background Basics for Achievement” is to provide meaningful and motivational educational experiences that will lead to an increase in the number of children scoring basic or above on the PACT Social Studies Test.

**Objective 1:** At least 70% of the 4<sup>th</sup> and 5<sup>th</sup> grade students will score 80 or above on teacher constructed post tests for standard-based units of study in social studies.

**Evaluation:** Teachers will construct, administer, and grade post test after each standard based unit in social studies. After grading the test, teachers will count the number of

students scoring 80 or above on the test and give that data to the lead teacher in each grade. The lead teachers will then calculate the percentage of students scoring 80 or above to determine if this objective is met.

**Objective 2:** Completed KWL charts for each standard-based unit in social studies will reflect students' misconceptions (if any) are corrected, and that learning in line with the unit's South Carolina state standards occurred.

**Evaluation:** Teachers will have their classes complete a KWL chart for each standard-based unit in social studies. After completion of each unit, the teacher will analyze using a rubric the learning that occurred by comparing the "What I Know" and the standards-based "What I Want to Learn" columns to the "What I Learned" column in the KWL chart.

**Alignment with curriculum standards:** All units of study in grades 4 and 5 supported by this grant will be based on the South Carolina Social Studies standards.

### **Strategies, Activities, and Timeline**

**Activity 1:** The social studies teachers and media specialist will collaborate to choose trade books that would best supplement the social studies curriculum. Baskets of social studies trade books will be organized for each unit of study and available for students to read in the library and classrooms. **Rationale:** Textbooks are often too difficult for students, as well as, boring. Trade books that are based on actual historical events are more interesting and meet a wide range of reading abilities. There are many low-level, well-written biographies and factual text on the market today.

**Activity 2:** Students will perform Reader's Theater scripts based on specific historical events. The media specialist will tape the performances. Students can check-out the tapes from the library to take home and show to their parents. **Rationale:** Students struggle with

nonfiction text. Using reader's theater with standard based social studies topics increases fluency and there is greater comprehension and understanding of the subject matter. Active engagement allows the students to have a better insight into both historical characters and times.

**Activity 3:** Teachers will introduce new social studies units to students through the use of appropriate videos. Students will also be able to access and interact with the animated videos on Brain Pop on an individual basis in the computer lab and in the classroom.

**Rationale:** Many of our students are visual learners. Videos provide a means for our students that have little or no prior knowledge to connect to the past. Today's children are stimulated by visuals.

**Activity 4:** Teachers will actively engage students in the review of standards-based social studies units by creating and using Classroom Jeopardy games. **Rationale:** Again, our students are stimulated by visuals. They pay attention when playing video games and watching TV. Using Classroom Jeopardy games would provide a stimulating and motivational environment in which to review.

**Activity 5:** Parents, students, and teachers will come together for a family social studies night. Students and teachers will share with parents. Parents and children will actively engage in Jeopardy challenges. Parents and students will have the opportunity to watch short videos, read books, and discuss what they saw and read. Parents will have the opportunity to read entries from their children's social studies journals. **Rationale:** An alliance needs to be formed with parents if schools are to be successful. Parents need to know what their children are doing and how they can best help their children be successful in school.

## EIA Project Overview Chart

Please complete a chart for each objective.

<p><b>Goal:</b> The goal of “Building Background Basics for Achievement” is to increase the number of students scoring basic and above on social studies as measured by PACT.</p> <p><b>Objective 1:</b> At least 70% of the 4<sup>th</sup> and 5<sup>th</sup> grade students will score 80 or above on teacher constructed post tests for standard-based units of study in social studies.</p>			
Start Date and End Date	Activities to Achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Relevant Curriculum Standards
1. August 2006	The media specialist will meet with the teachers to compile a list of trade books that relate to the SC social studies standards for grades 4 and 5. Books will be ordered.	Students and teachers’ responses to the books chosen to supplement the social studies text book.	4 <sup>th</sup> Grade SC SS standards: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.
2. August 2006- May 2007	Teachers at each grade level will construct post tests for each unit of study.	Tests will be used to evaluate Objective 1.	4 <sup>th</sup> Grade SC SS standards: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.
3. August 2006- May 2007	Students will watch the SC social studies, standards-based, animated movies on Brain Pop in the library, in the computer lab or in the classroom.	Students will respond in their journals about what they learned or what surprised them.	4 <sup>th</sup> Grade SC SS standards: 4-2, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-3, 5-4, and 5-5.
4. September 2006- May 2007	Students will watch videos or portions of videos that relate to the specific units of study in social studies.	Students will complete orally the video quiz that accompanies the video or the teacher will check for understanding by asking questions concerning the major concepts found in the video.	4 <sup>th</sup> Grade SC SS standards: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.

5. September 2006- May 2007	Baskets of social studies trade books will be organized for each unit of study. Teachers will inform the media specialists when they are beginning a unit of study. The baskets of books related to the units will be placed on the tables for children to read during their scheduled library times. Baskets may be checked out for classroom use.	Multiple copies of books will be ordered. Students reading the same book will be allowed to get into groups to discuss what they learned when reading their selected books in the library. After small group book conversations, students will share with whole group	4 <sup>th</sup> Grade SC SS standards: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.
6. September 2006- May 2007	Students will perform Reader's Theater scripts based on actual historical figures and events. The media specialist will tape the performances for check-out.	Students will respond in their journals as to how it felt being different historical people or involved in the different historical events.	4 <sup>th</sup> Grade SC SS standards: 4.1.2, 4.3.4, 4.3.6, 5 <sup>th</sup> Grade SC SS standards:
7. September 2006- May 2007	Students will participate in jeopardy challenges throughout the school year in the classroom, the library, and during family social studies night.	Questions will be written that correlate with each unit of study as defined by the SC social studies standards. The game will be used to review information learned throughout the unit. Students will rate review sessions using a simple rubric.	4 <sup>th</sup> Grade SC SS standards: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.
8. March 2007	Family Social Studies Night—Parents and children will share stories from social studies trade books, go to the computer lab to watch a social studies video found on Brain Pop, participate in jeopardy challenges, perform Readers' Theatre using scripts based on social studies topics.	Number of parents and children that attend. Responses on evaluation forms.	4 <sup>th</sup> Grade SC SS standards: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.

**Goal:** The goal of “Building Background Basics for Achievement” is to increase the number of students scoring basic and above on social studies as measured by PACT.

**Objective 2:** Completed KWL charts for each standard-based unit in social studies will reflect students’ misconceptions (if any) are corrected, and that learning in line with the unit’s South Carolina state standards occurred.

Start Date and End Date	Activities to Achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Relevant Curriculum Standards
1. August 2006- May 2007	Students will watch the SC social studies, standards-based, animated movies on Brain Pop in the library, computer lab or in the classroom.	Students will respond in their journals about what they learned or what they especially liked.	4 <sup>th</sup> Grade SC SS standards: 4-2, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-3, 5-4, and 5-5.
2. September 2006- May 2007	Baskets of social studies trade books will be organized for each unit of study. Teachers will inform the media specialist when they are beginning a unit of study. The baskets of books related to the units will be placed on the tables for children to read during their scheduled library times. Baskets may be checked out for classroom use.	Multiple copies of books will be ordered. Students reading the same book will be allowed to get into groups to discuss what they learned when reading their selected books in the library. After small group book conversations, students will share with whole group.	4 <sup>th</sup> Grade SC SS standards: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.
3. September 2006- May 2007	Students will watch videos or portions of videos that relate to the units of study.	Students will complete orally the video quiz that accompanies the video or the teacher will check for understanding by asking questions concerning the major concepts found in the video.	4 <sup>th</sup> Grade SC SS standard: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.

4. September 2006- May 2007	Students will perform Reader's Theater scripts based on actual historical figures and events. The media specialist will tape the performances for check-out.	Students will respond in their journals, after each performance, as to how it felt being the different historical people or involved in the different historical events.	4 <sup>th</sup> Grade SC SS standards: 4.1.2, 4.3.4, 4.3.6, 4.4.4, 4.6.4. 5 <sup>th</sup> Grade SC SS standards : 5.3.2, 5.4.2, 5.4.4.
5. September 2006- May 2007	Students will participate in jeopardy challenges throughout the school year in the classroom, the library, and during family social studies night.	Questions will be written that correlate with each unit of study as defined by the SC social studies standards. The game will be used to review information learned throughout the unit. Students will rate review sessions using a simple rubric.	4 <sup>th</sup> Grade SC SS standards: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.
6. March 2007	Family Social Studies Night—Parents and children will share stories from social studies trade books, go to the computer lab to watch a social studies video found on Brain Pop, participate in jeopardy challenges, and perform Readers' Theater using scripts based on social studies topics.	Number of parents and children that attend. Responses on evaluation forms.	4 <sup>th</sup> Grade SC SS standards: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6. 5 <sup>th</sup> Grade SC SS standards: 5-1, 5-2, 5-3, 5-4, 5-5.